

Fall 8-15-1997

ENG 1091-098: Composition and Language, Honors

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English 1091C / Composition and Language, Honors:
 "Reading the Body and Writing the Body"
 Professor Michele Tarter
 Fall 1997

Syllabus

(Please note: These dates/assignments are **subject to change**. I often announce changes at the end of class, due to the process and progress of our discussions. Therefore, should you miss a class, you should have a peer's phone number, to check in and see where we left off in discussion and where we are headed in the next class. Phone number exchange: _____)

Codes: SM=The St. Martin's Guide to Writing
 OWMC=One World, Many Cultures

T	Aug. 26	Introduction to class
Th	28	Diagnostic In-Class Writing
T	Sept. 2	Class Notebook Readings and Discussion: The Writing Process (SM, pp. 1-27) Marilyn French, "Gender Roles" Rosalind Coward, "The Body Beautiful" (OWMC, pp. 143-151; 205-211)
Th	4	Readings and Discussion: Mary Crow Dog, "A Woman from He-Dog" (OWMC, pp. 3-8) Rigoberta Menchu, "Birth Ceremonies" (OWMC, pp. 28-38) Colin Turnbull, "The Mbuti Pygmies" (OWMC, pp. 55-60)
T	9	Class Notebook Readings and Discussion: Maya Angelou, "Uncle Willie" Gerald Haslam, "Grandma" (SM, 69-81; 89-102) Annie Dillard, "Handed My Own Life" (SM, 24-25)
Th	11	No Class. <u>First Draft of Essay #1 due</u>
T	16	Class Notebook <u>Video: "Wordshop"</u> SM, pp. 43-56
Th	18	<u>Workshopping: Second Draft of Essay #1 due</u> Revising and Editing: SM, 51-67
T	23	Class Notebook In-Class Writing Exercise <u>Essay #1 due</u>

Th	25	Readings and Discussion: Tepilit Ole Saitoti, "The Initiation of a Maasai Warrior" Douchan Gersi, "Initiated into an Iban Tribe of Headhunters" Paul Monette, "Becoming a Man" (OWMC, pp. 109-118; 94-99; 186-192)
T	30	Class Notebook In-Class Writing Exercise: Grammar and Mechanics <u>First Draft of Essay #2 due</u>
Th Oct.	2	Midterm Conferences
T	7	Midterm Conferences
Th	9	Midterm Conferences
T	14	Class Notebook <u>Workshopping: Second Draft of Essay #2 due</u>
Th	16	Readings and Discussion: Serena Nanda, "Emasculation Ritual Among the Hijras"(OWMC, pp. 585-599) Nawal El Saadawi, "Circumcision of Girls" (OWMC, pp. 120-131) <u>Essay #2 due</u>
T	21	Class Notebook Readings and Discussion: Gayle Pemberton, "Antidisestablishmentarianism" Toi Derricotte, "The Black Notebooks" (OWMC, pp. 11-17; 347-351)
Th	23	Readings and Discussion: Ngugi Wa Thiong'O, "Decolonising the Mind" Napoleon A. Chagnon, "Doing Fieldwork Among the Yanomamo" Le Le Hayslip, "Yearning to Breathe Free" (OWMC, pp. 428-437; 515-529; 475-485) In-Class Writing Exercise: Grammar and Mechanics
T	28	Class Notebook Documentary Film, "The Burning Times" <u>First Draft of Essay #3 due</u> Readings and Discussion: Armando Valladares, "A Nazi Prison in the Caribbean" Jo Goodwin Parker, "What is Poverty?" (OWMC, pp. 384-393; 289-293)
Th	30	<u>Workshopping: Second Draft of Essay #3 due</u>

T Nov.	4	Class Notebook Readings and Discussion: Marjorie Shostak, "Memories of a !Kung Girlhood" Carmen Naranjo, "Symbiotic Encounter" Christy Brown, "The Letter 'A'" (OWMC, pp. 193-204; 213-220; 87-93) <u>Essay #3 due</u>
Th	6	No Class
T	11	Class Notebook Introduction to the Research Paper (SM, 570-592) Discussion of Field Research (SM, 556-568)
Th	13	Library Work
T	18	Class Notebook <u>Research Proposal due</u> Exercises on Documentation and Citation (SM, 594-621. Also <u>Harcourt Brace Handbook</u>)
Th	20	<u>Annotated Bibliography due:</u> Peer Review
Nov.	24-28	Thanksgiving Recess
T Dec.	2	Class Notebook <u>Audience Analysis Report due:</u> Peer Review
Th	4	<u>Research Paper draft due: copies for</u> <u>Workshopping -- Reading Groups</u>
T	9	Class Notebook <u>Reading Groups</u> Review of Portfolio Preparation
Th	11	<u>Final Portfolio due, with final Research Paper</u> <u>and Journals</u>

English 1091C / Composition and Language, Honors:
"Reading the Body and Writing the Body"

Professor Michele Tarter
Office: CH 316B Phone: 581-6974
Office Hours: T/Th 9:30-11:00 AM and by appointment

Fall 1997

Required Texts and Materials:

Stuart Hirschberg, One World, Many Cultures, 2nd edition
Rise B. Axelrod and Charles R. Cooper, The St. Martin's
Guide to Writing, 4th edition
Harbrace College Handbook, 12th edition
Merriam Webster Collegiate Dictionary
Writing Journal
Portfolio Folder

Goal and Rationale:

This course in college writing is designed to help you with your writing skills and to prepare you for the kinds of writing you will be required to do here at Eastern Illinois University.

The focus of this course will be on the body and its role in the production of subjectivity, expression, meaning, and cultural identity. We will be looking at numerous essays, advertisements, news clippings, documentaries, interviews, poems, photographs, painting and sculpture, ultimately assessing the ways in which human cultures classify and interpret bodies, mark them, tattoo and pierce them, adorn them, even mutilate them -- all as strategies of identity and meaning. And then, as we read these bodies --or read others reading and writing them-- we will then think critically about the body in "one world, many cultures," exploring the human constructions of gender, race, sexuality, and ethnicity, and write about this cultural phenomenon which is so central to our own culture and our own times.

Course Responsibilities:

Attendance: Very, very important, due to the emphasis on the process of writing and rewriting, workshoping and editing. If you have more than three unexcused absences, it will seriously affect your final grade: your grade will be lowered a half-grade for each additional class missed. That is, should you have a final grade of a B for the course and you miss a fourth class, your grade would drop to a B-. Please feel free to discuss this policy with me at any time during the semester, should you have questions about your attendance record. I will be taking roll every day. PLEASE DO NOT BE LATE TO CLASS.

Reading: On the days scheduled, you are to read the assigned texts and be ready to discuss them in class. Responding to the reading assignments in your journals is one way of preparing for the classroom discussions. Class participation is very important and will be taken into account in your grade.

The Class Notebook: Each Tuesday, you are required to bring in to class one advertisement, news clipping, video or film clip, photograph, etc., to add to our class notebook on the human body in many cultures. We will begin each class looking at the many images and narratives, which will, in turn, lead us into class discussion. These contributions are imperative to the class, and you will receive class credit for them.

Writing Journal: You are required to keep a writing journal and to write in it at least thirty minutes two times a week, for a total of 40 to 60 pages over the semester. This journal is to help you brainstorm for essay topics, and its thematic focus is on the course's subject of the body. I would suggest that you respond to your reading assignments in your journals, which will most likely lead to some wonderful essay ideas. I will suggest topics that you might explore in your weekly journal writing assignments, but you are always free to write about whatever you like. If there are confidential journal entries which you do not want me to read, please write "personal" at the top of these pages. PLEASE BRING YOUR JOURNAL TO EVERY CLASS. We will have many days in which we write in them. Also bring your journals to conferences, so that we may discuss the evolution of them. These will be due at the end of the semester.

Word for the Day: Just an enhancement for the class. On the day(s) you sign up, simply bring a word to class (and its definition!) and share it with you classmates. Everyone will keep a list of these words in their journals, and hopefully use them in their writing assignments.

Worksheets: During the semester, I will give you several ungraded writing assignments which are to be completed in class. These will also help you to formulate ideas and topics for your essays. It is important that you complete these, and there will be occasions in which you will be asked to take them home and complete them there. All of these must be included in your final Portfolio.

Workshops: On the days designated on the syllabus, you will be asked to workshop drafts of essays prepared by you and your classmates. We will carefully review workshopping techniques in the beginning of the semester. You are expected to be a committed group member: ready with your own draft and ready to comment on others' writing at every group meeting. To do this, you have to be there, so attendance is absolutely required on group days. Being unprepared for groups will affect your final grade. Being absent on group days will affect it dramatically.

Essays. You will be required to write three short essays (2-3 double-spaced typed pages in length) and one research paper (10 pages in length). Each essay will undergo several drafts and will be read by others and critiqued, edited repeatedly, and finally turned in on the dates outlined on the syllabus.

Final Portfolio: At the end of the semester, you are to turn in your portfolio which will include all writing assignments completed throughout the course: journals, worksheets, drafts and essays, and workshop response sheets. I have scheduled private conferences in the semester, during which we will discuss your portfolio in process, as well as your class experience. At the end of the semester, you may pick up your portfolio in my office.

Your final grade will be based on the following point system:

Writing Journal

(and Class Notebook Contributions):

10 points

Three Essays:

Three x 20 points = 60

Research Paper: 30

Total: 100 points

Note on Lateness: Unless you have made prior arrangements with me, any late work will receive a failing grade. You must, however, turn in all essays to be considered for a passing grade.

Your final grade for the course will be based on the following points (a 100 point scale):

94-100 points	A
90-93 points	A-
86-89 points	B+
83-85 points	B
79-82 points	B-
76-78 points	C+
73-75 points	C
69-72 points	C-
65-68 points	D
under 65	F

Plagiarism:

The English Department's statement on plagiarism:

Any teacher who discovers an act of plagiarism -- "The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language) -- has the right and the responsibility to impose the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

Information for Students with Disabilities:

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.